DOCUMENT RESUME

ED 034 243 CG 004 645

TITLE	You're the Tutor.
INSTITUTION	National Commission on Resources for Youth, Inc., New York, N.Y.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	68
NOTE	67p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.45
DESCRIPTORS	Educational Games, *Educational Methods, *Instructional Materials, *Manuals, *Tutorial Programs, *Tutoring

ABSTRACT

The manual, "You're the Tutor" presents plans and ideas for youth tutoring youth. Full page black and white pictures are used throughout the booklet. Ideas to go along with the pictures are given in large print. Usually one idea is given per page. Techniques tutors can use such as drawing, picture use, games and gimmicks; puppets, trips, writing, and gadgets are explained, and specific examples given. (RM)

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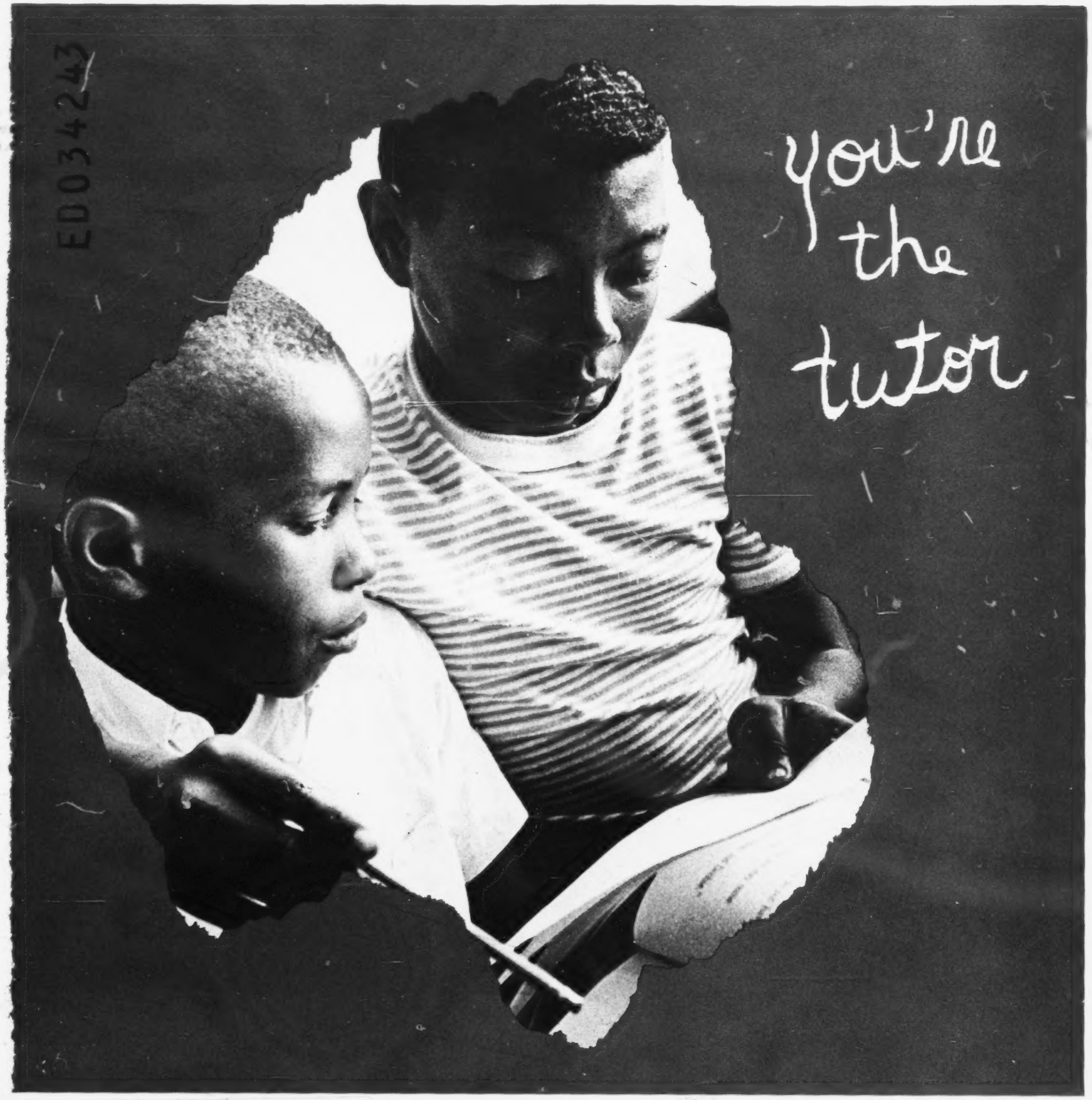

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you're the tutor . . . . .

Prepared by the National Commission on Resources for Youth, Inc., 36 W. 44th Street, New York City, 10036, a non-profit organization sustained by funds from private foundations, corporations, and government agencies.

This manual was developed as part of a demonstration project funded by the U.S. Department of Labor under Contract # 42-7-001-34.

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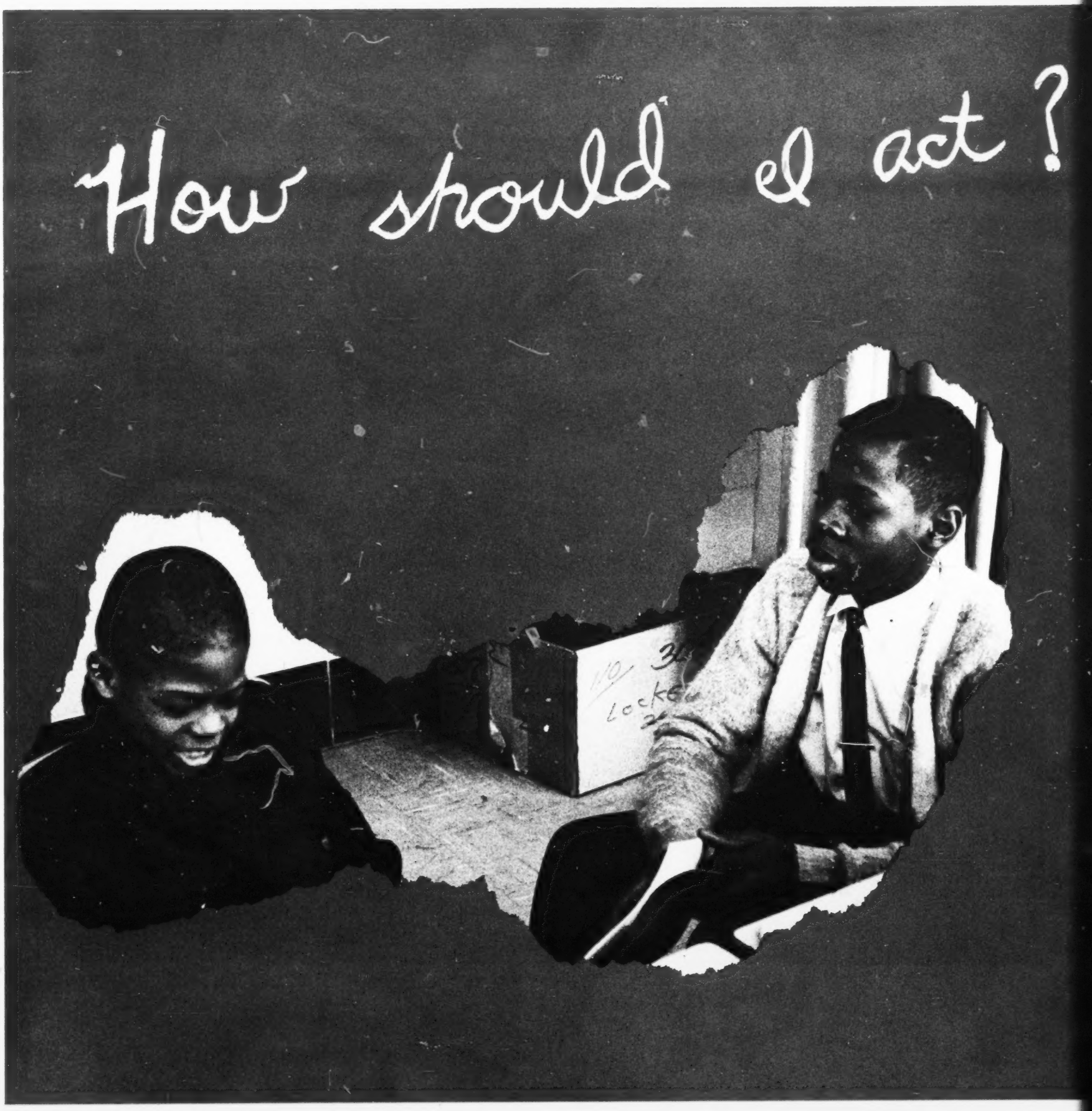
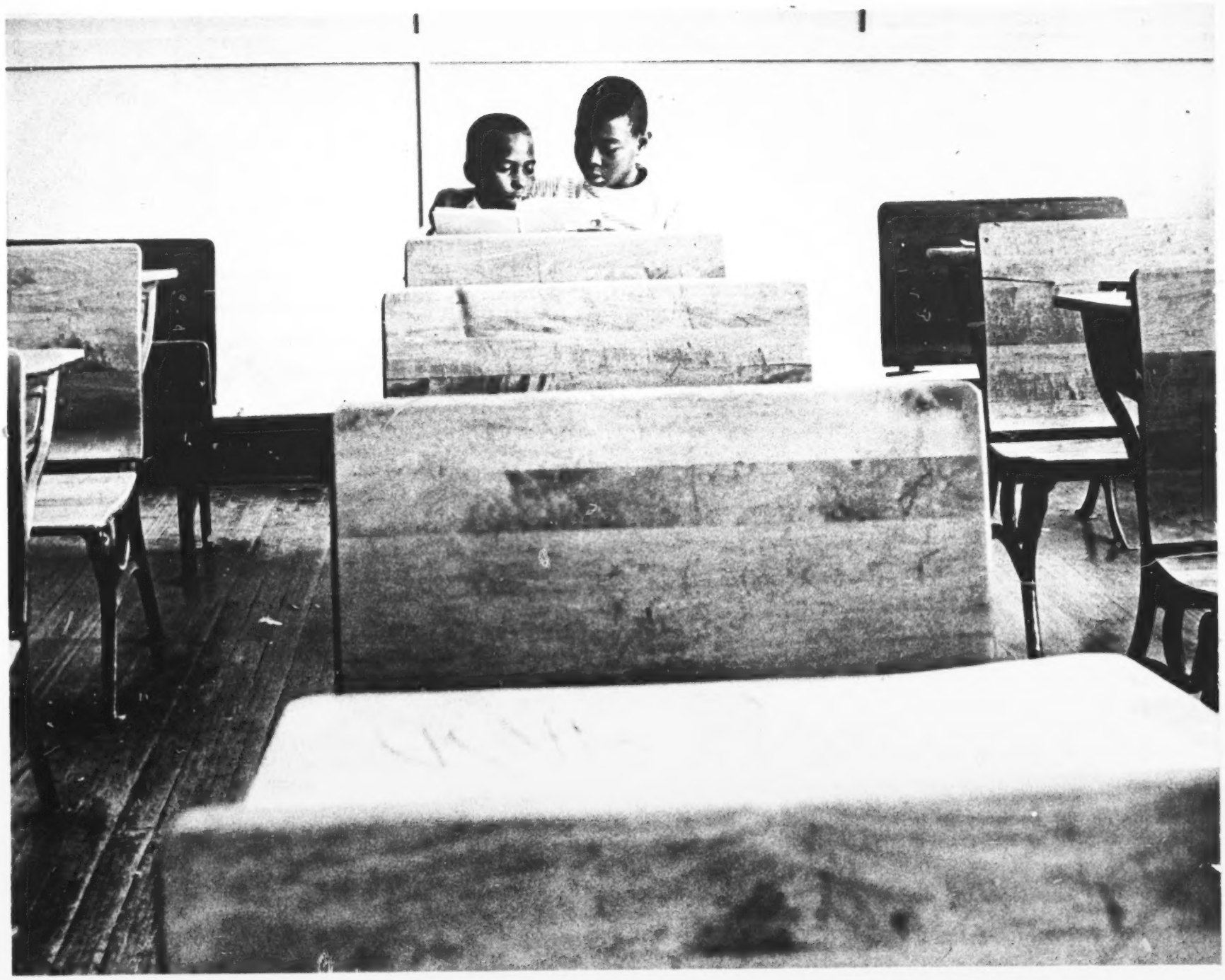
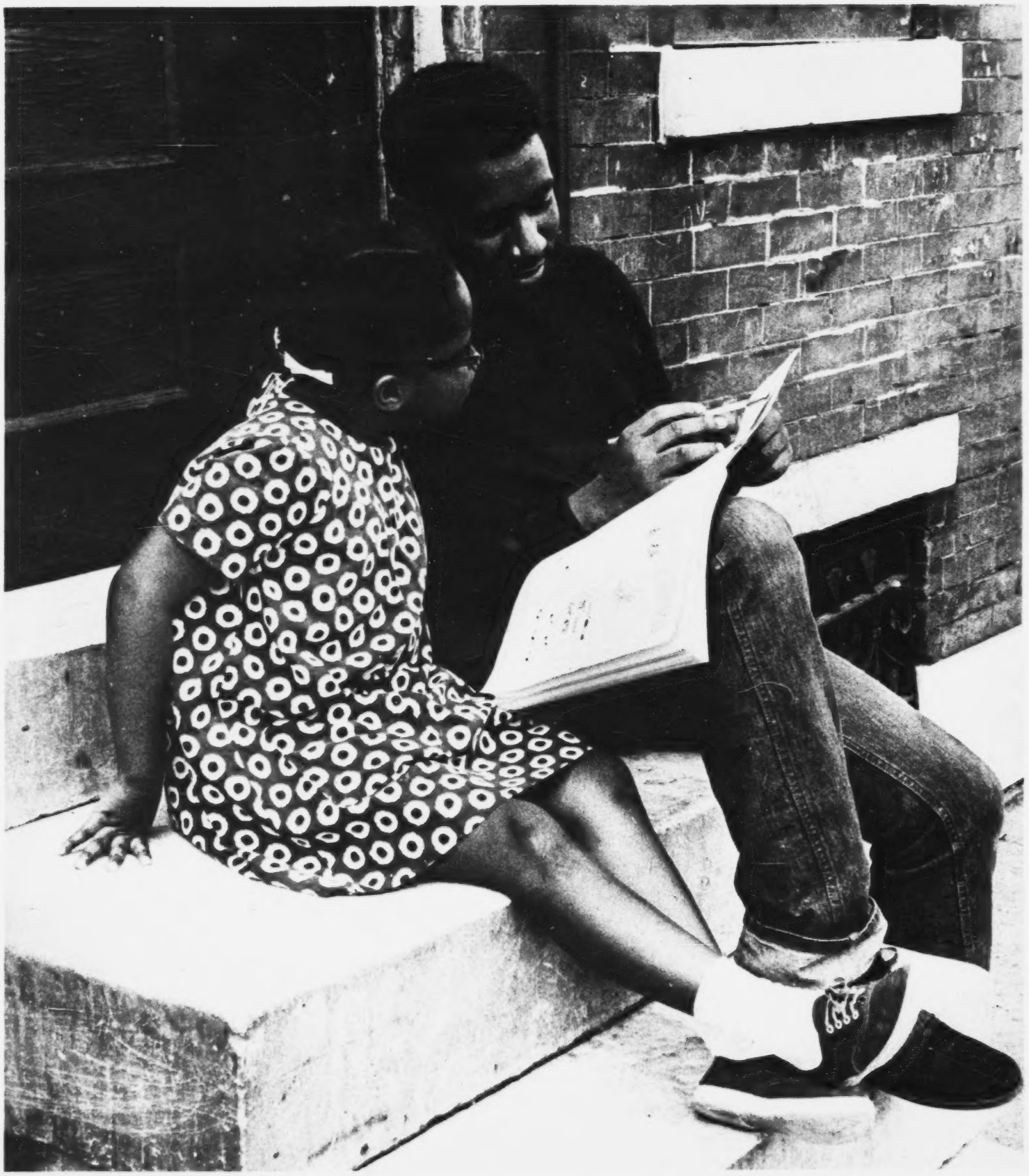
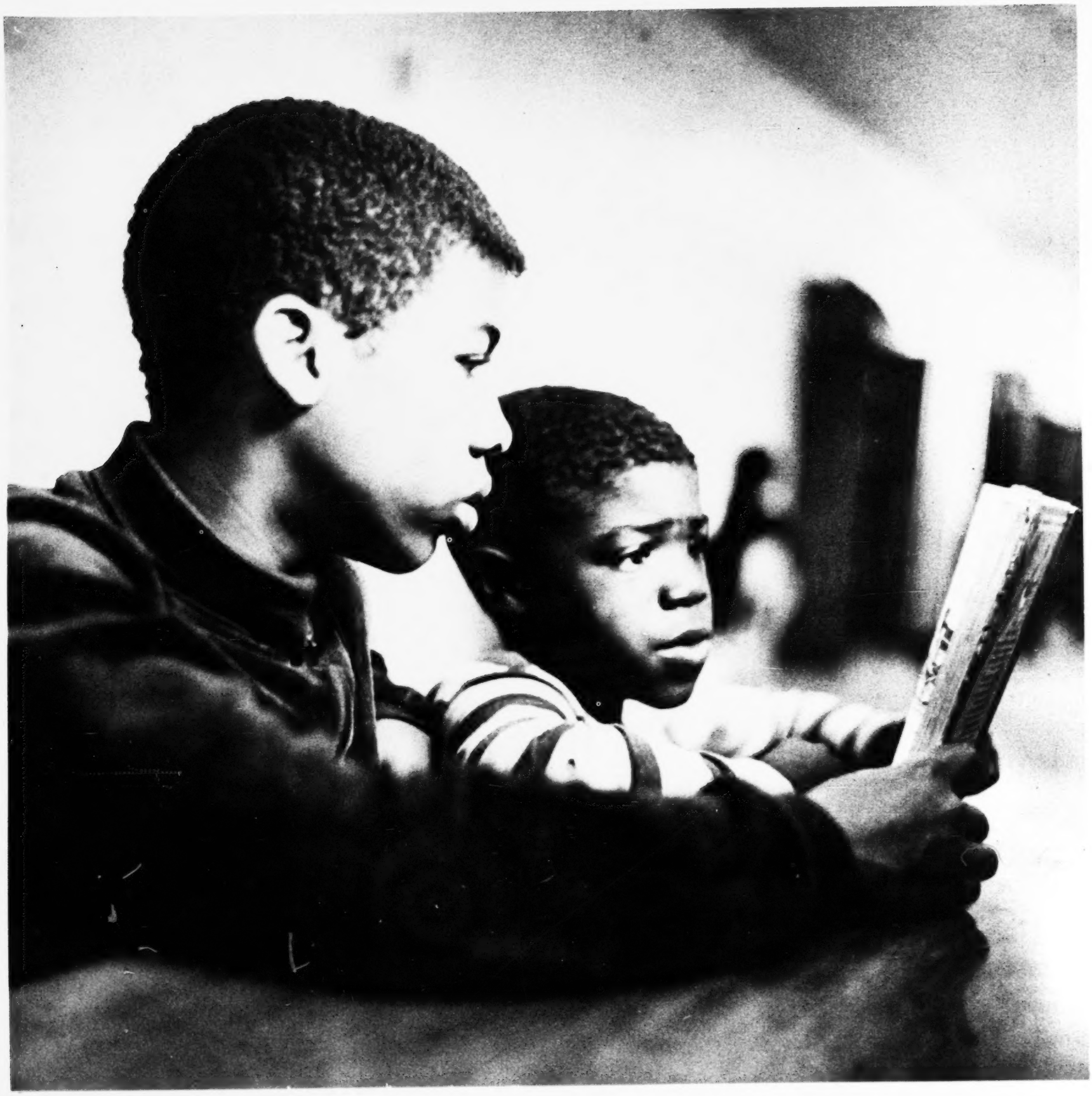
How should el act?







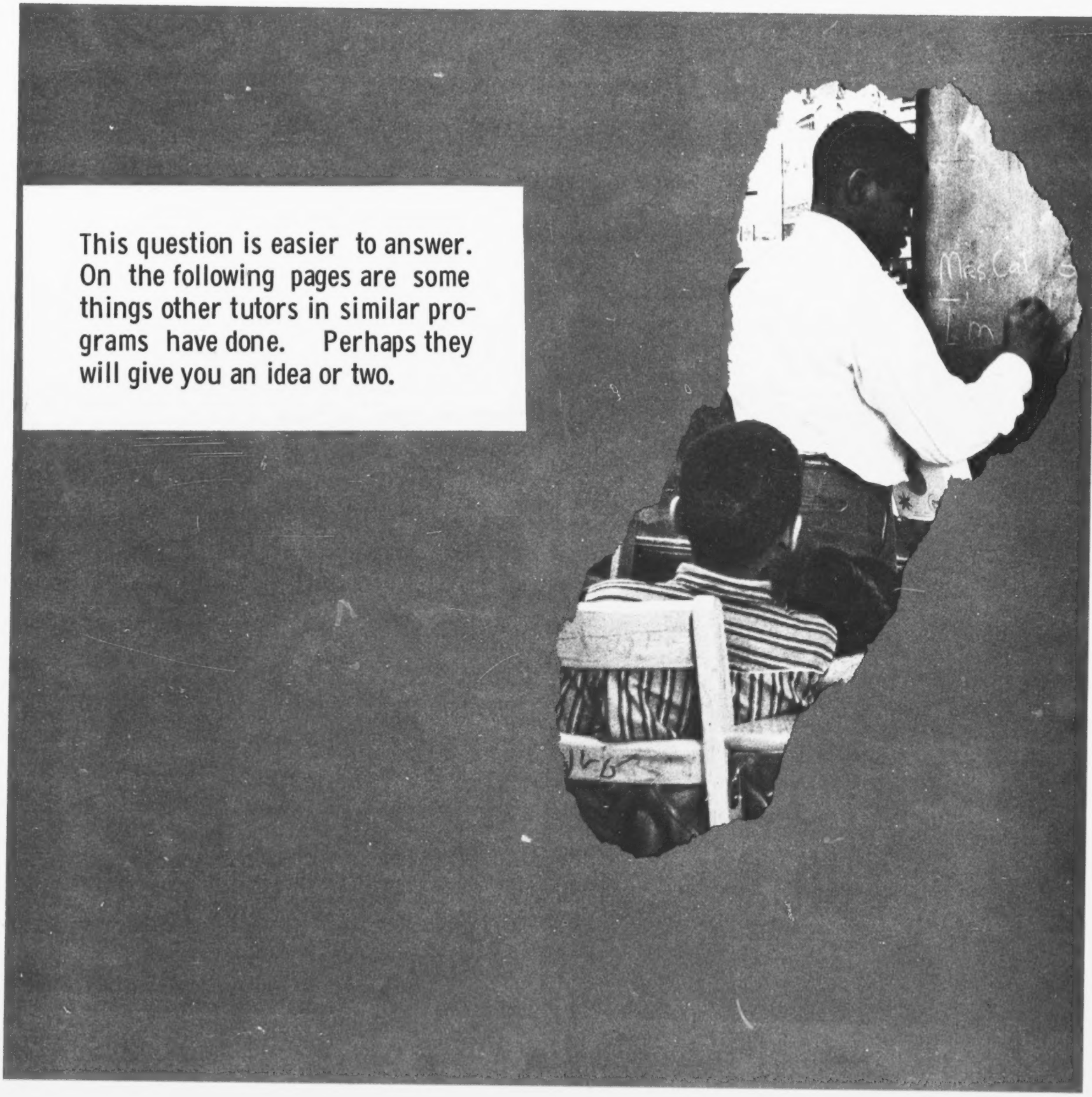
STAR
TUTEES



Nobody can really tell you how to act.
Just hang loose and be yourself!

What should I do?

This question is easier to answer. On the following pages are some things other tutors in similar programs have done. Perhaps they will give you an idea or two.

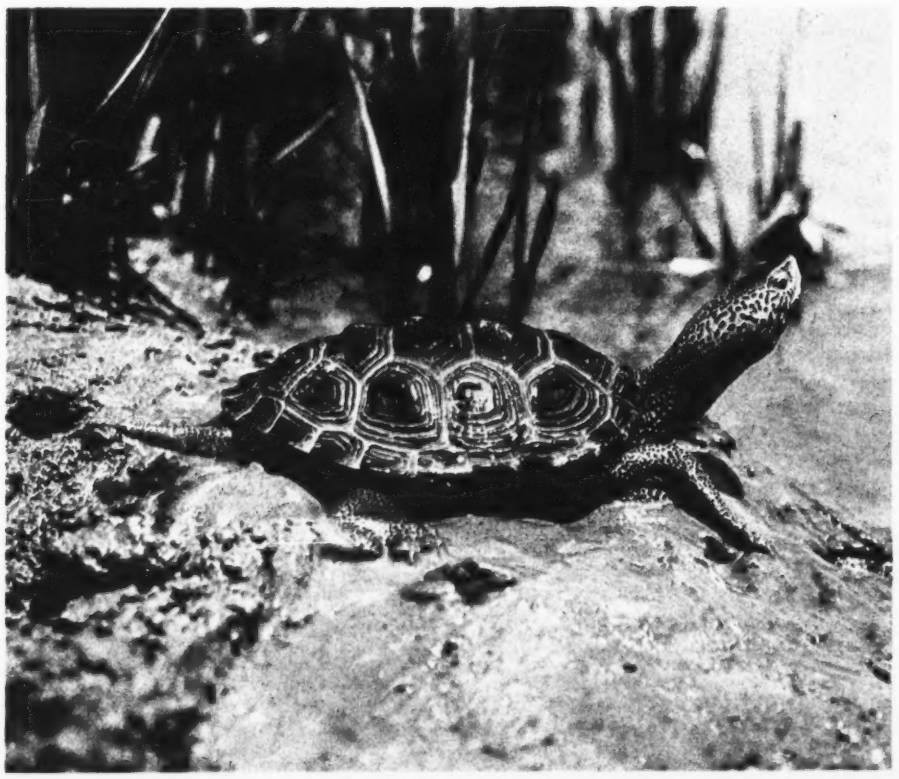


Andrew
ask (ed)
the
milkman
my
brother
he
has
red
hair

PICTURES:

Pictures can help with reading. In books they often give children clues as to what words mean. Sometimes they help children to think of stories of their own.

Maybe you and your tutee could flip through a magazine, cut out a picture you both like and make up a story about it to read again and again.



My Turtle Sam

My turtle's name is Sam. Every day I bring him to his pond He plays with my ducks. One day I went to take him out of the pond. But when I got there I could not find him. So I told my mother and father. We looked everywhere, but we could not find him. My father told me that he was taking a ride to buy a new turtle. But I did not want a new turtle I wanted my Sam.

We were beginning to give up when I felt something crawling on my feet. When I looked down Sam was there. I put him in the pond And watched him all day. And I promised that I would never leave him again.

What do you think?

Pamela
He is sucking his thumb and he is standing near a door looking down on the floor looking at something and he is looking as if he is sad

Baby Bear Runs Away

Once upon a time there were two bears the momma bear and the baby bear.

One day mother bear went shopping and when she got back the baby bear was gone. She looked all around the house to see if he was there, but he wasn't. So she looked out side, but he was no where to be found.

Mother bear looked into a forest. She went farther and farther into the woods looking for her baby. Then she came to a cave where she heard a fox making very strange and wild noises. She went in and saw that the fox had her baby in a corner getting read to claw him.

When the fox saw her they began to fight. She beat him so bad that the fox ran away. Then the mother bear and her baby go home and she spanks him for running out side while she's not home.

Better yet, let him draw his own picture....perhaps it will inspire him to write a story or maybe he will want a picture to go with a story he has already written.

Nelson Santos

Clifford the Big Red Dog

The drawing was done by Nelson Santos.
I read a story to him and he wanted to draw a picture of the dog.

AN. Apple Tree

An apple tree grow big
It have apples on it
The tree is green the
apple are green and red.
I like to eat red apples
My picture of an apple tree
is blue.

an an
it it
of of
tree tree

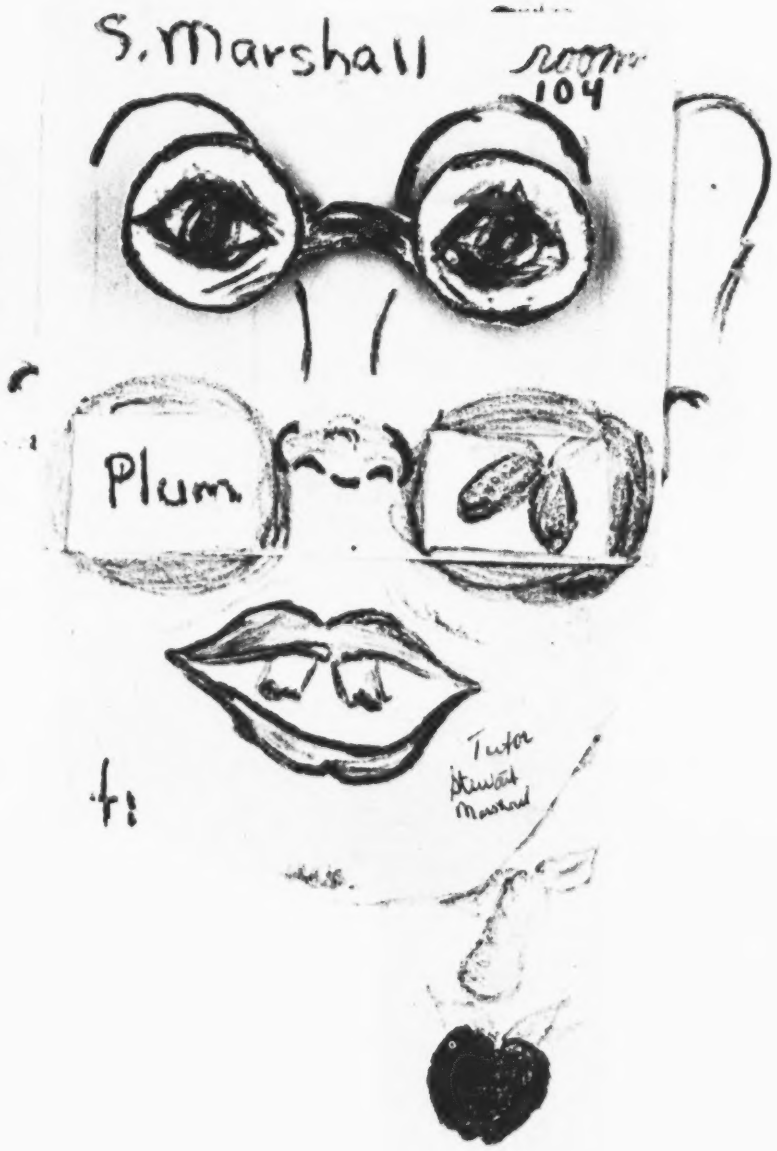
GAMES AND GIMMICKS:

On the next few pages are some games made by tutors. Some are original, some are taken from books. None of them requires elaborate materials ... just paper, pencils, crayons, staples or tape and perhaps an old cardboard box.

Games always spark up a lesson and often help a child learn while having fun. You can easily make up a game to play with your tutee or to have him play with a friend or two.

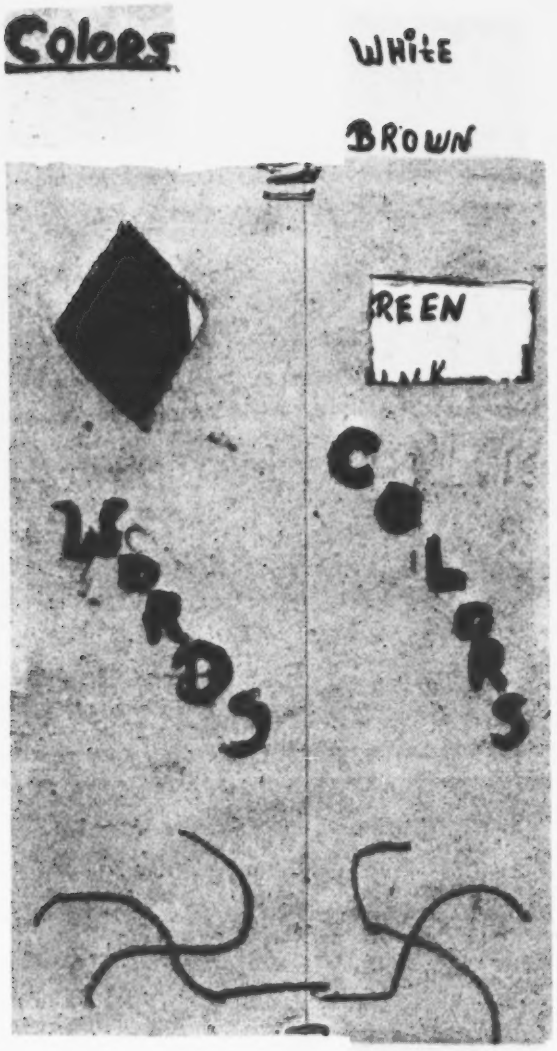
My Pinball Machine
Made by Stewart Marshall

Materials used: colored paper. two small cardboard boxes paper clips tape paper fasteners Crayons and a little round bead. Hope it works. You take the little round bead and insert it in the hole at the top of the box. the bead will roll down through the slots and come over the little hill into one of the numbered squares If it rolls in the square that has 10 on it you take a slip from under the 10 and whichever word it has on it you use it in a sentence. If you give a good sentence you get 10 points. If it rolls in the square that has 25 on it you take a slip on top of the pile and divide it into syllables If you divide it correctly you will get 25 points. If it rolls in the square that has 50 on it, you take a slip of top of the pile and you rhyme the word as many times as you can if you do it correctly you will get 50 points If it rolls in the square that has 100 on it you take a slip from on top of the pile and for the word you give a sentence for it, rhyme it as many times as you can and divide it into syllables. The first person that gets 300 points wins the game. And also with the slips you could ask him or her what the word means what does the animal look like or where would you find this certain thing.

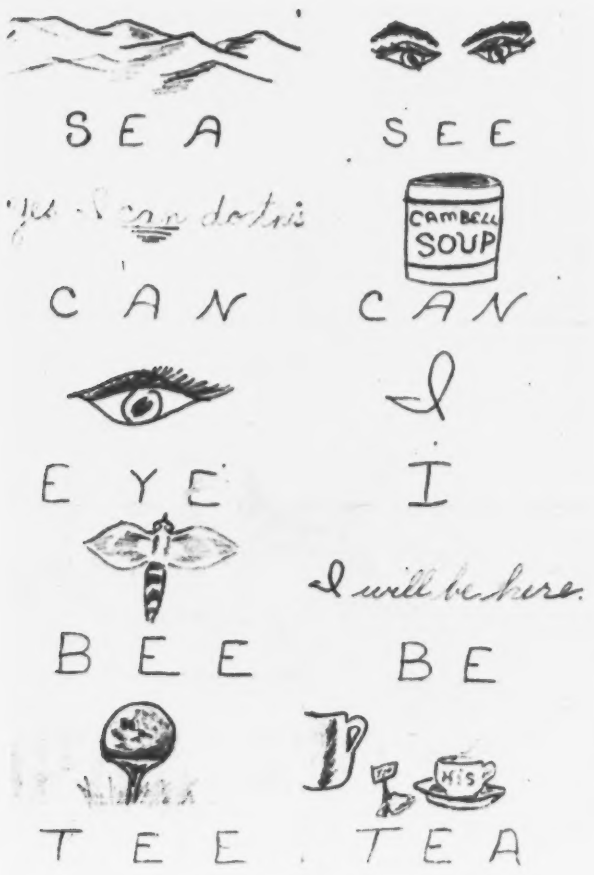


Using the Word Game

This game was made by Tutor Stewart Marshall. The purpose is to help the letter to rhyme his words. On the left side you have a letter in the square on the right side you have an ending. You pull the slide on the left to make a word that make sense. They all more slides to the game.



Above is a game to teach the names for colors. Other word-picture tabs may be substituted for the word-color tabs used here.



The words SEA - SEE,
CAN - CAN,
EYE - I
BEE - BE
TEE - TEA
are words that sound alike but are spelled different.

I have drawn the pictures to help him identify the word and how to use it as a sentence.

You could try making up a cross-word puzzle ...

CROSSWORD PUZZLES

JUNE 28, 1967

1 E	2 G	3 G	4 S
2 G	O	A	T
3 G	A	T	E
4 S	T	E	P

1. WE COME FROM HENS
2. I AM AN ANIMAL AND SOME TIMES PEOPLE CALL ME "BILLY".
3. YOU OPEN ME BEFORE YOU GO INTO A GARDEN
4. WALK UP ONE STEP AT A TIME

1 B	1 R	2 O	O	M
2 R	E	D	■	O
3 O	O	D	■	N
O	■	■	4 M	T
5 M	O	N	T	H

1. WE SWEEP THE FLOOR WITH A BROOM
2. A COLOR
3. IF A NUMBER IS NOT EVEN IT IS ODD
4. THE ABBREVIATION FOR MOUNTAIN
5. THE YEAR IS MADE UP OF 12 of ME

Anagrams

1. this animal gives us milk
2. raw mineral
3. not dry

1 C	2 O	W
2 O	R	E
3 W	E	T

2. she lays eggs
2. what you see with
3. Not old

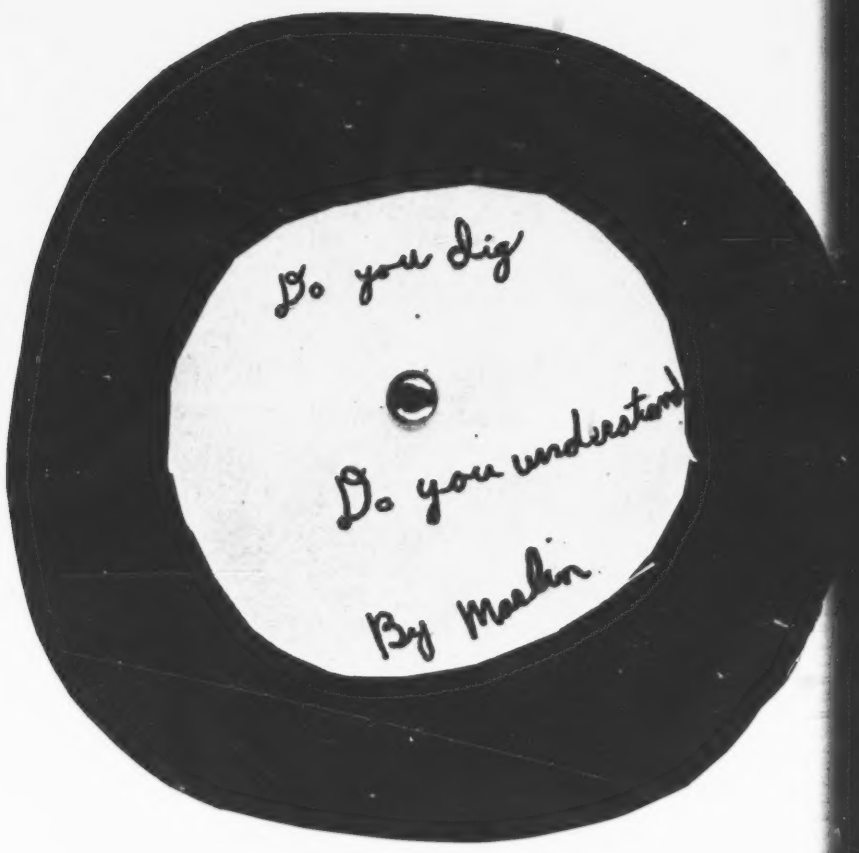
1 H	E	N
2 E	Y	E
3 N	E	W

3. Water vehicle
2. At one time
3. Performs
4. Exam

1 B	O	2 A	T
3 N	C	E	
4 C	T	S	
F	E	S	T

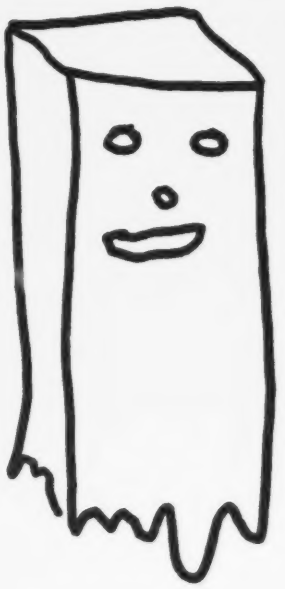
These tutors made a hip dictionary (or hiptionary) by writing down slang expressions and their meanings. This is something you could make with your tutee also.

Are you with this?
Do you agree?


Do you dig
Do you understand
By Marlon

Give it up

Basic Fundamentals

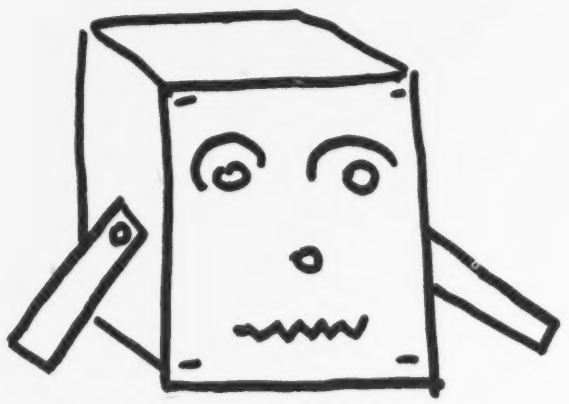


PUPPETS:

Puppets can be an exciting experience for both tutor and tutee. You could have your tutee make his own puppet. He can use his puppet to tell a story, act out a role, or just talk about himself.

Here are some suggestions for different types of puppets made of materials that are inexpensive and easy to obtain:

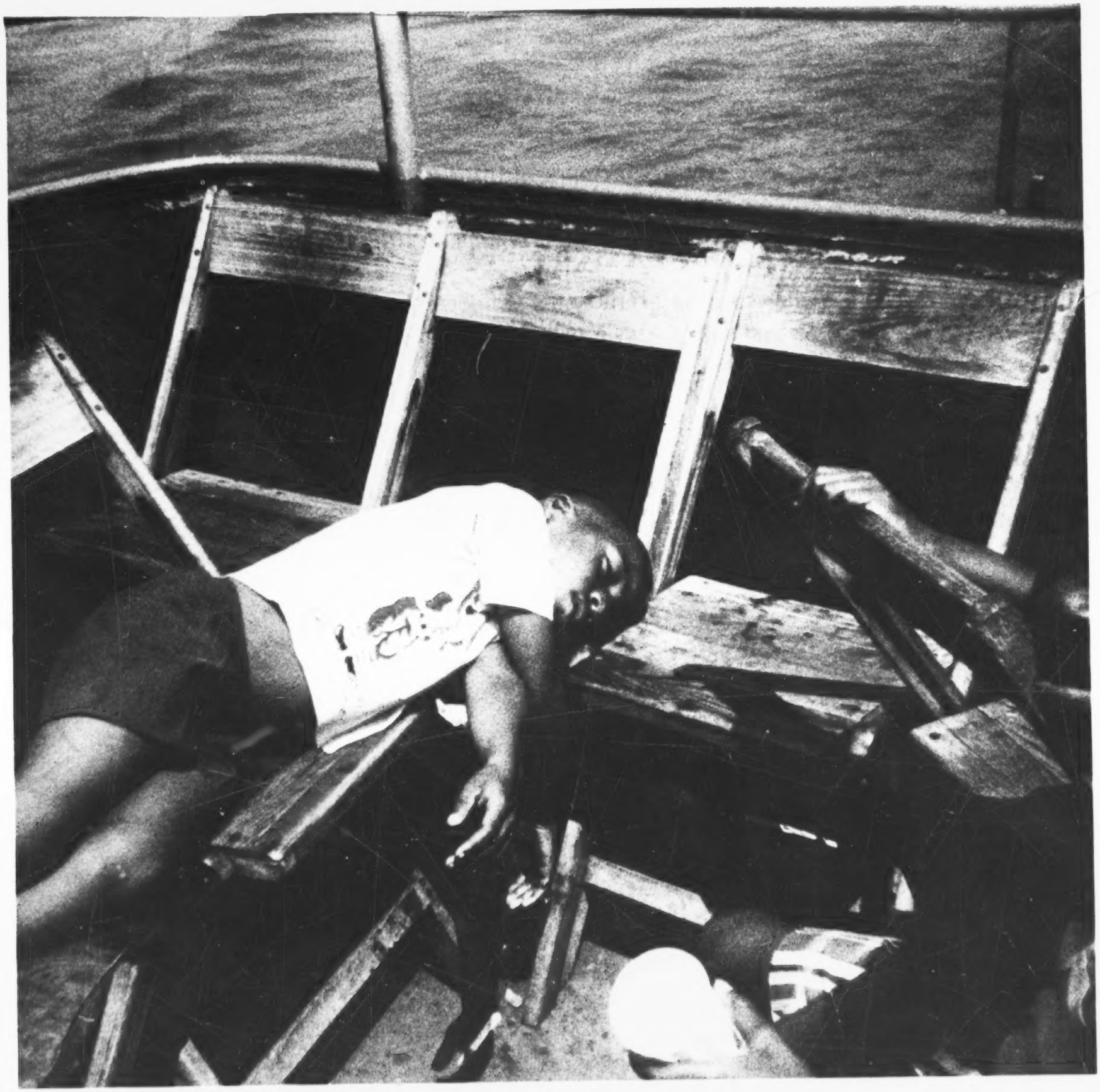
sock puppets
paper bag puppets
stick puppets
milk container puppets
hand puppets



Materials that can be used:

paper bags
odds and ends of fabric
old socks
empty milk containers
buttons, sequins, braid yarn

Your tutee will probably come up with some wonderful ideas of his own.



TRIPS:

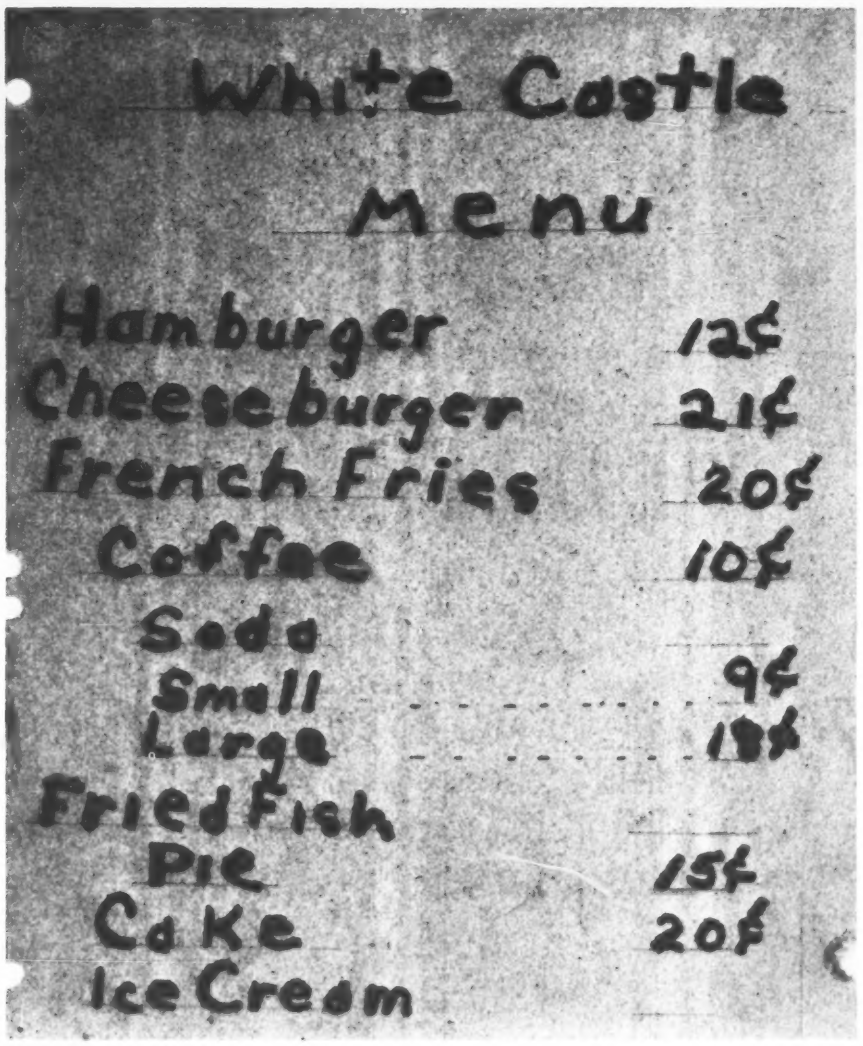
Tutoring does not mean sitting glued to a book every minute. Getting outside the classroom often will give you more to talk, write and read about with your tutee.

Take a trip with your tutee. It can be a big trip to a special place (these are often group trips organized by your supervisor) or a smaller trip ... a walk around the block, a trip to the park, a visit to the firehouse on the corner.

As you go, help your tutee notice everything. Read signs, watch the men working in the street, if you have a camera, take pictures.

When you return, talk, write, paint, make a booklet about it.

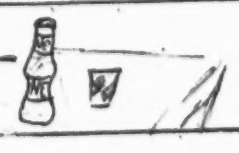
Because her tutee would rather eat than read, this tutor found a way to do both. She promised her tutee a trip to the White Castle restaurant for a hamburger if he could learn to spell all of the words on the menu.



100%

hamburger
Cheeseburger
French Fries
Coffee
Soda
small
large
Fried Fish
Pie
Cake
Ice cream

Sighted Spelling Words

WORD	PICTURE
1. Hamburger	
2. Cheeseburger	
3. French Fries	
4. Coffee	
5. Soda	
6. Pie	
7. Cake	

As you can imagine, her tutee learned quickly!

July 12, 1967

A tour of the Building

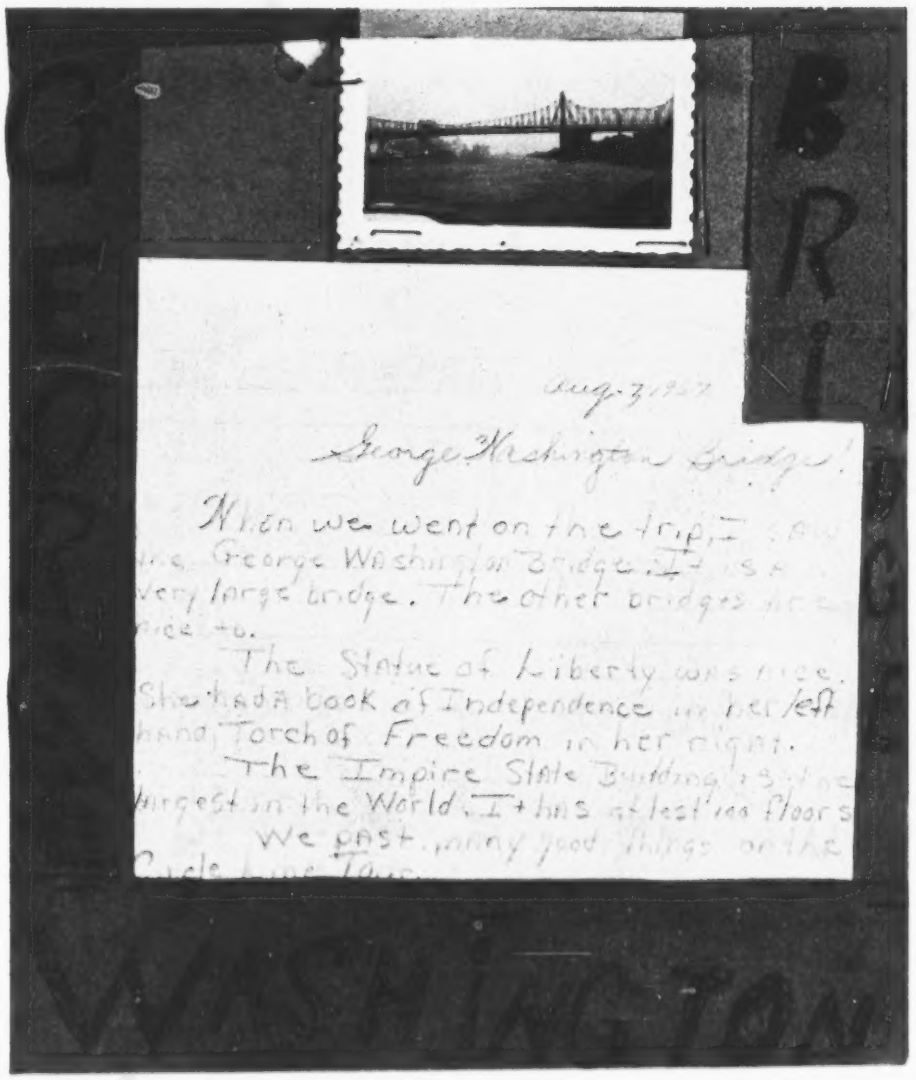
When I went on a tour of the building I saw where the men were working. We saw where the ladies were washing. We saw the auditoriums and the rooms that were burned out. We saw pictures, and a statue of Batman. I wanted to go around the building because I wanted to see how big South Side High School is. I wanted to see the gym and shop but I couldn't because the men were working there.

I went to the A&P. I saw
Some apple and some banana.
Some water melons and candy
I saw some people
And other Kind of Fruits
I went to the A&P.

I like
my
Tutor
her name is
Pernell

My Trip to the Fire-house.

I like the firehouse
I like the fire dog-
name spring.
I saw the firehat.
I saw the fireman
slide down the
pole.
I saw the firetruck
they showed us
how to work the
firebox


B
R
i
aug. 3, 1957
George Washington Bridge!
When we went on the trip, I saw the George Washington Bridge. It is a very large bridge. The other bridges are nice too.
The Statue of Liberty was nice. She had a book of Independence in her left hand, Torch of Freedom in her right.
The Impire State Building is the largest in the World. It has at least 102 floors
We past many good things on the
WASHINGTON

Trip to the Aquarama
I like to see the dolpins doing the Shing-a-ling. And all the fish and catfishes. In the big big windows the big whale was black his name was Willie the whale. You will see big fish, little fish. In one window you will see a big turtle

WRITING:

Writing is related to reading. A child often remembers best the words he uses in his own stories.

Let your tutee write about what he knows best ... his family, his friends, the baseball game he played yesterday. If he has trouble writing, you could write his story down as he tells it. Perhaps you will want to keep a booklet of his stories to read with him later and have others read too. You could even type them if there is a typewriter handy.

His writing will also give you a clue as to what words he doesn't know and what kinds of reading problems he has so that you can make up more specific exercises and games to help him.

Andre dictated his stories to his tutor who wrote them down and helped him make a booklet of them.

All Abaut Me

My Name is Andre
& I like to play.
Once my mother took me to the park. She had a lot of fun but all of a sudden, it started to rain! You should've seen my mother run but not as fast as me. Some of the things I like to do is play football, play baseball, play with my dog, ride my bike, & once & a while I play with my cousin

My house

My house is an apt. house & its right by the A & P. My house is red & gray but the doors are white.
In my house there is a bed & a T.V. and all I do is lay on the bed & watch T.V.

All Abaut My Mother

She gets up to go to work, she always be in a hurry, she runs around the house from room to room over & over again, then she runs out to the car & drives to work in a hurry.
I bet you will never guess what she makes? Guess what she makes, light bulbs. She works from 3:00 P.M. to 12:00 midnight & when she comes home all she does is sleep.

About My Pets

I have a turtle, a bird & a dog. I had two turtles but one died. Out of all my pets I like the dog the best. I take him to the vets cart & the dog chases me, I take him to the park, he chases me, he even chases me when I ride my bike. The next I like best is the bird because he talkes. I like the turtle the less because all he do is sleep.

DADDY

Daddy he is a Joker, he always Joking he dont never stop Joking. He alway have a funny joke to tell — want one day he might be the Joker on Bat man. If he was it will be no good the show is bad enough I glad he is a Joker because it is fun to hear him tell a joke.

BROTHER

I have a brother his name is Jimmy he is a very sweet boy Boy he is a teenage. He let me hit on ~~him~~ him. He do not hit me back. He is heavy handed. He is very smart boy. He is so nice to me. But ~~he~~ he said that he was not going a get marry. He go with girls he don't want me to follow him he get mad.

This is My teacher in School

Most of all, let him write anything. If he is angry, afraid, excited, let him talk and write about it.

A story about a whipping I got

One time when my Mother had told me to stay in the house. I went outside I was scared to come back in the house. Because I knew I had done something wrong and I knew that I got something coming to me. I had a whipping coming so that night late I walked in the house My father was waiting for me. But when I stepped in I got the worst whipping of my life and I'll never do it again

July 6, 1967.

~~About~~ About

About Reading)

I like to read because you are supposed to read. Now let me read a book. Or else I am not going to read nothing.

Page-1

July 12, 1967

Elizabeth Avenue

They dont keep it clean. The sweeping man has to get up early in the moening and sweeps the estreets and when he turns around the papers is right back on the streets. Nobody picks up papers even when a basket is next to them.

The park is nice and green and the branches are in good health. The flowers are nice and lovely when the boys don't pick them.

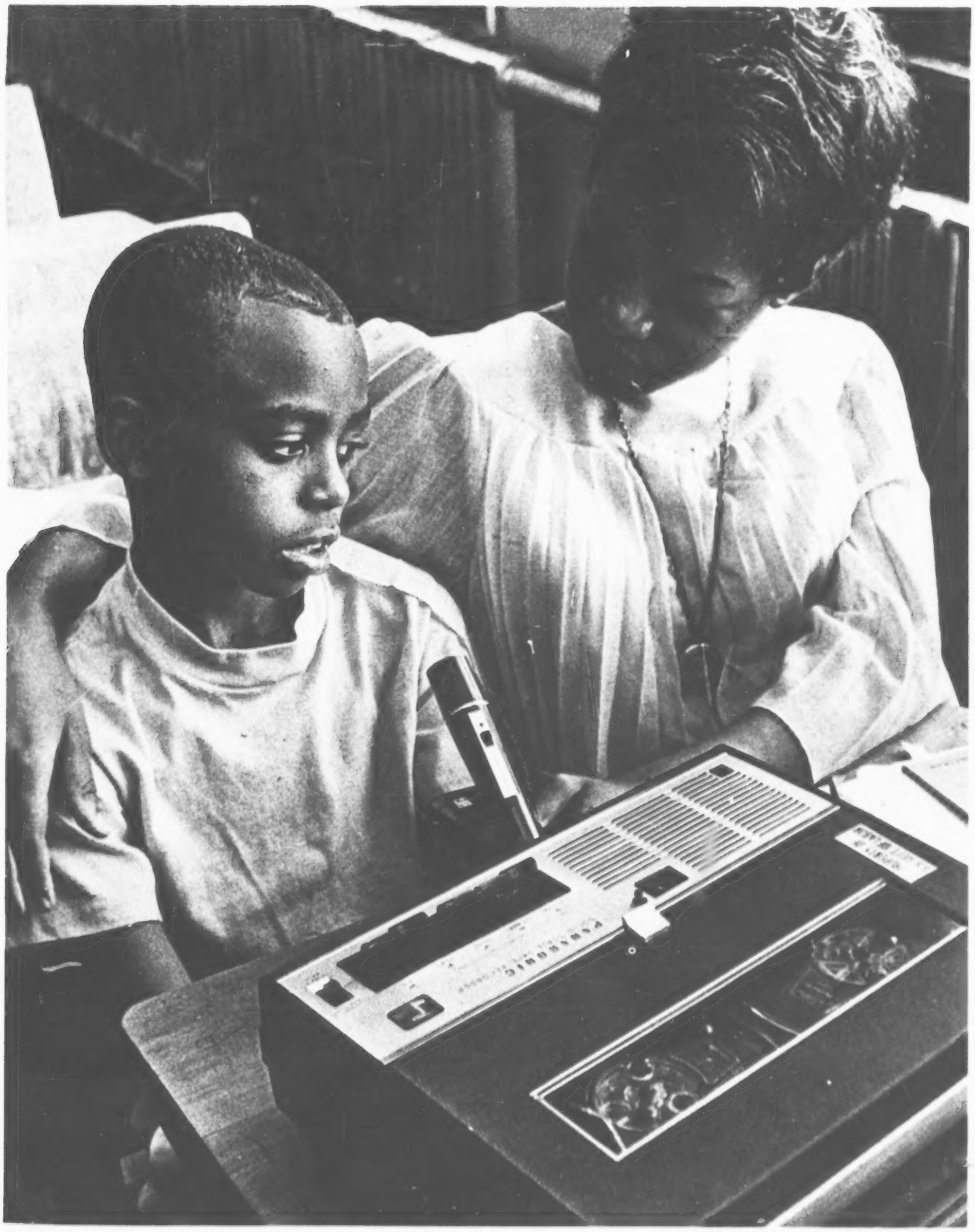
Men when they are drinking beer they throw there cans into the Greenlovely grass and it look like a dump truck.

The boys climb the trees and let the limbs fall down on the green grass and

Page-2

never picks them up

I went to a park on 4th July and it was nice and clean they had a sign - boys keep out but they still comes in there and mess it up



GADGETS:

Tape Recorders - Most children love to record and play back their voices on a tape-recorder. Besides being fun, the tape-recorder can help with tutoring. Maybe your tutee will want to dictate a story for you to write down later. You might want to record his reading aloud to play back to him and help make him aware of any problems he might have. You and your tutee might even want to take the recorder outside to interveiw people on the street as the tutors pictured on the next page have done.

Cameras - Taking pictures is another way of remembering experiences you and your tutee share. Take a camera along when you take a trip. It will help you both be more aware of everything you see around you. You might also want to take a picture of your tutee on your first session together to begin an "All About Me" booklet. You might want to take some interesting pictures on your own for your tutee to make up stories about. Let your tutee take pictures too.

Typewriters - Even children who have trouble writing will often like to try and peck out their own stories on a typewriter and they often learn new words just so they can see them in type. If possible, let your tutee try to write you a note or a story. You can help him with the spelling if he needs it. It might also be fun to type his stories for him and make a booklet to exchange with other tutees and use as a kind of reader.

ON THIS PAGE ARE SOME OF THE PERSONS INTERVIEWED BY TUTORS. THESE PEOPLE WERE ASKED QUESTIONS SUCH AS:

"WHAT DO YOU THINK OF THE RIOTS THAT HAVE OCCURED ACROSS THE COUNTRY?"

"WHAT DO YOU THINK OF TODAY'S TEENAGERS?"

"WHAT DO YOU THINK OF URBAN RENEWAL?"

"WHAT IS YOUR VIEW OF THE VIET NAM SITUATION?" AND OTHERS.

SOME MORE IDEAS:

Records - Have your tutee select a song from a record (one that he does not know the words for). Type or write the words to the song on paper. Go over the harder words with your tutee. Next give him the song sheet, turn on the record and see if he can sing along. He'll learn many new words this way, especially if he likes the music.

Readers - Sometimes it's fun to rewrite the readers, especially those with good pictures. Clip clean paper over the old words of the story leaving the pictures uncovered. Have your tutee write his own story to go with the pictures. Books illustrated with photographs are particularly suitable for this.

Comic Books - Cross out captions in a comic book or strip and have your tutee write his own captions. Or have your tutee draw his own strip and write a story to go with.

Open-ended stories - Type or write the beginning of a story out and have your tutee write the ending. Or tell the story and have your tutee tell the ending. You could record these stories on the tape-recorder and type them later for your tutee to keep and read.

Here are some brief story beginnings which may help you get started:

If I were (President, older, richer, etc.), then I would .....

If I had my choice of anyplace in the world to live, I'd go to _____ because .....

I love to play _____ because .....

My kid brother (sister) makes me mad when he (she) .....

The funniest (scariest, saddest, etc.) thing that happened to me was when .....

Now you make up some beginnings.

Puzzles - Find an attractive picture that you think your tutee will like. Paste it to a piece of cardboard (shirt cardboards are especially good). On the back of the cardboard write a word matching game, a story, or some exercise that could be cut up and put back together. (It is important that there be only one way to put it back together). Cut up the puzzle and put it in a large envelope. Have your tutee put it together. When he finishes have him turn over the puzzle to see the picture on the back. (If he has made a mistake, he'll know it because the picture won't make sense.)

Pen-pals - Find a pen-pal (either within the program or out of it) with whom your tutee can exchange letters. Actually mail the letters. Kids love to give and receive mail. (Your tutee might want to use the typewriter to write his letter.)

The ideas on the next few pages are taken from books which hopefully will be available for you to refer to. They are full of good tutoring ideas.

From Spice: Suggested Activities to Motivate the Teaching of Language Arts, by Mary E. Platts, Sr. Rose Marguerite and Esther Shumaker (Educational Service, Inc., Benton Harbor, Michigan):

Making Sentences (p. 208)

Write sentences on paper or strips of cardboard. Cut the words apart, and put the words of each sentence into an envelope. See if your tutee can unscramble the words and make them into the original sentences. (Make sure you put the right words in each envelope.)

Directed Pictures (p. 64) -

Give your tutee a piece of paper on which you have written detailed directions for a picture for him to draw. (Be sure to leave lots of room for his drawing above or below your directions.) Tell him to read the directions aloud and draw a picture following the directions as closely as he can.

Adapted from How to Help Children Learn to Learn by Beatrice F. Goldszer, (Action-Housing, #2 Gateway Center, Pittsburgh, Pennsylvania).

Sequence Game (p. 32) -

To learn beginning consonants play "Going to Kennywood Park" (or any place that children might be interested in). One child says "I went to Kennywood Park and took a kite." The next child continues by saying "I went to Kennywood Park and took a kite and a kitten." Children are eliminated if they omit any of the words or repeat them out of sequence.

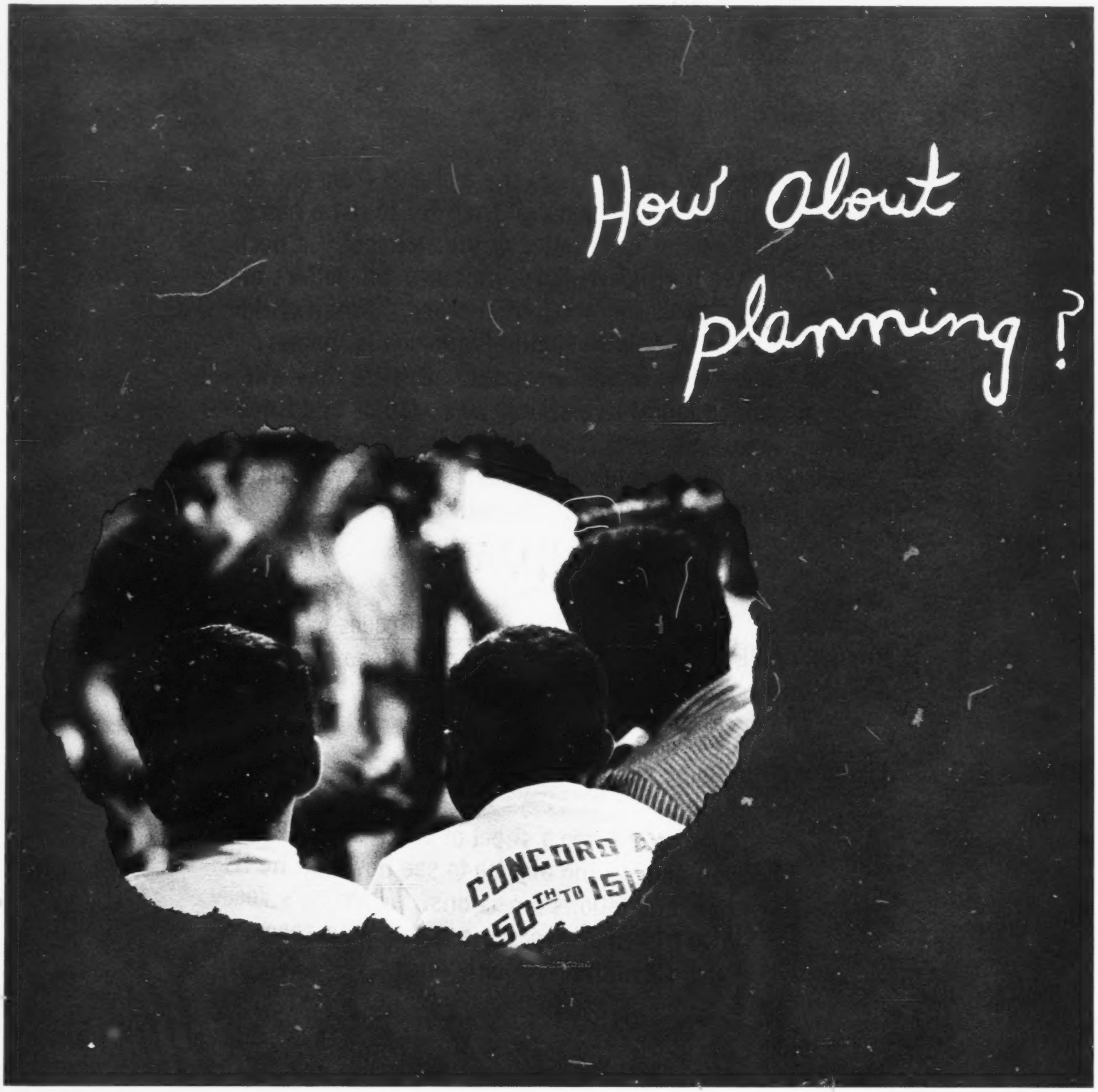
Alphabet Game (p. 66) -

Begin by saying "List the alphabet from top to bottom on your papers; then try to list a name of a car for each letter of the alphabet." Check to see if children have included all letters of the alphabet in sequential order. When children need help in spelling automobile names, have them sound them out. Realize they will not be found in dictionaries. (Tutor and tutee could also walk down the street looking for correct spelling of car names.) Try this with other categories....dogs, baseball teams, etc.

Adapted from Listening Aids Through the Grades by David A. Russell and Elizabeth Russell (Teachers College Press, Columbia University, New York, New York).

Listen and Do Game (p. 82) -

Give your tutee a sheet of paper and tell him you are playing a game to see how well he listens and follows directions. When he's ready give him oral directions to follow on paper. Give each direction only once.


How about
-planning?
CONCORD
50TH TO 15

Planning a lesson beforehand is important. It gives you a kind of schedule to follow so that you won't feel like you don't know what to do next. Usually it is best to plan lots of activities so that you will have more to choose from.

You probably will want to keep your daily plans in one book along with a daily diary on how your tutee is progressing. Perhaps your supervisor will provide a daily evaluation sheet to fill out like the ones pictured on the next page.

Just as it is important to make plans, it is important to know when to change them. If it's a hot day and your tutee isn't concentrating, maybe you'll need to take a walk to the park to get moving again.

In summary, don't be afraid to make plans and don't be afraid to break them when it seems right.

Jame 1.30 - 3:00 July 10, 1967

Francis is a very nice boy, he do not talk and it is hard to try and make him talk

Francis needs help in the following areas

(1) blend - sh, ch, th, ng

(2) rhyming words

He do not have any books at home and his reading is Poor. I think he need more books to come in contact with.

Francis is a boy I will just have to give more attention to and work harder with and Pray.

I think I can help

July 17, 1967

Tutor Frances
Jame 1:30-3:00

Frances is now beginning to talk. We were Playing a card game. I made like I didn't Know some of the words and that was funny to him. Then at the end I told him all the words.

He wrote a story about his bike

I don't Know if the card game helped him to talk or not, but I'm glad he is talking

July 18, 1967

Tutor Frances
Jame 1:30-3:00

At First Frances would not talk now that his brother is in the room he talk and Carryon.

I am begning to see what he Know and don't Know

He like to Play different games. I don't think he Know while playing these games he is learneng

I think if he just kept on track he'll do alright

7/25/67

Tutor Frances
Jame 1:30-3:00

Frances did well today

At first he didn't talk at or do any thing.

Now he is acting up I Guess now that he Know me.

His summer school teacher said he always act up in class on front of his brother

I don't Know what to say about him

XII

NEWARK PUBLIC SCHOOLS

YOUTH SERVING YOUTH

Daily Evaluation Form

Date: Thu August 2, 1962

Name of Teacher:

Name of Tutor: I

Name of Tutee: I

Grade in School: 8th

Time: (Start) 9:30 (End) 11:30

On time Late Absent

Why:

Instructional Level: 2

Skill Being Taught:

Reading Comprehension ~~(apostrophe's)~~

Vocabulary development (apostrophes)

How (List Activities):

she wrote a story on the trip we took and then drew a picture. After that we started on her new

Materials, Supplies, Books, Visec:

Pencil paper, Vocabulary words, crayons and flashcards

What will I do Tomorrow:

I will show her the book on forms tomorrow and work in both the Reading comprehension Vocabulary Developments books and put more pages in her book.

Attitude: Interested - Tried Hard - Cool - Scared - Wise - Played Around

(Why) ~~Tried~~ because the work wasn't too hard or too easy and she didn't have to answer

How can I improve it? questions.

By making her days more like this one.

Signed:

VII

NEWARK PUBLIC SCHOOLS

YOUTH SERVING YOUTH

Daily Evaluation Form

Date: July 24, 1962

Name of Teacher:

Name of Tutor: I

Name of Tutee: C

Grade in School: 8th

Time: (Start) 9:30 (End) 11:30

On time Late Absent

Why:

Instructional Level: 2

Skill Being Taught:

to Comprehend what she reads and to build her vocabuly and word endings ~~and to get her interested~~

How (List Activities):

By getting her use the Reading Comprehension Book Level 1, and the Vocabulary Development Level 2 and other spelling wd.

Materials, Supplies, Books, Visec:

Books, pencil & paper.

What will I do Tomorrow:

We will start to arrange her book first and then we will work on the Vocabulary Development Book.

Reading Comprehension Book and the

Attitude: Interested - Tried Hard - Cool - Scared - Wise - Played Around

(Why) Because she doesn't like working she is Tried Hard because she tries. I felt that we needed a change so I took her to

How can I improve it? the White Castle and bought her some and

By trying me two hamburgers, a soda, and some french fries then she got interested!

to make this more fun and less work.

Signed:

ERRATA - To correct printer's error add
4 to each page as numbered.

Thank you . . . .

- Allen Leitman who took the photographs appearing on pages 10, 11, 12, 13, 14, 15, 16, 34, and 58.
- Len Gordon who took the photographs appearing on pages 6, 7, 17, 37, 38, 39, and the inside back cover.
- Newark News who lent the photographs appearing on the front cover and pages 4, 5, 26, 28, 29, 43, and 51.
- Jack Dermid who contributed the photo used on page 22.
- Charles J. Ott of the National Audubon Society who took the photo used on page 23.

And most of all, thank you the tutors and tutees of the Youth Serving Youth programs held in Newark and Philadelphia during the summer of 1967. You have contributed your original stories and games, your drawings and photographs. In fact, You have written this manual.

National Commission on Resources for Youth, Inc.
36 W. 44th Street
New York City, 10036